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ABSTRACT

This document describes work-based learning, a process that connects school and work and makes it possible for students to get a head start on a career by combining classroom study and practical experiences in a "job-like" setting or with an actual employer. It contains a personal guide to some of the work-based learning programs that are currently available in Michigan schools. It demonstrates the value of work-based learning for students who are career-bound rather than college-bound. The document begins with a section that introduces the concept of work-based learning. Career plans and the need for sound basic skills regardless of the career path one is considering are discussed. A Michigan Employability Skills Profile is included to help readers understand the need for academic, personal management, and teamwork skills. Others sections focus specifically on career and technical education; cooperative education; apprenticeships; and Tech-Prep, a program that combines vocational and academic studies to produce more "work ready" workers. The final section of the document lists a variety of other opportunities and programs, including counseling, assessment, mentorships, internships, externships, and job shadowing. (NB)

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ED 361 621

HOW DO I GET

FROM

HERE TO THERE?

A GUIDE TO

WORK-BASED LEARNING

September 1992

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This publication has been produced with the assistance of an Advisory Committee composed of representatives from business, labor, and education. The Michigan Occupational Information Coordinating Committee and the Michigan Department of Labor are grateful for their willingness to provide general direction for this publication.

Dr. John A. Daenzer
Director
Oakland Technical Center
Southeast Campus
Royal Oak

Ms. Jan Danford
Director
Educational Development
B-O-C Lansing Automotive
Lansing

Mr. William Darr
Dean
Technology & Applied Sciences
Lansing Community College

Ms. Beverly Drake
Executive Director
Area Community Service Employment & Training Council
Grand Rapids

Ms. Barbara Dumouchelle
State Board of Education
Grosse Ile

Mr. Tim Nichols
Secretary-Treasurer
Michigan State Building and Construction Trades Council
Lansing

Mr. Timothy D. Leuliette
President & CEO
ITT Automotive
Auburn Hills

Mr. Joseph F. Neussendorfer
Chair
Michigan Apprenticeship Steering Committee, Inc.
Pontiac

Mr. Ralph C. Wenrich
Professor Emeritus
University of Michigan
School of Education
Ann Arbor

Dr. Scott D. Whitener
Dean, College of Education
Ferris State University
Big Rapids

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WORK-BASED LEARNING

IS IT FOR YOU?

Work-based learning connects school and work and makes it possible for students to get a head start on a career by combining classroom study and practical experiences in a "job-like" setting or with an actual employer. Sometimes *paid* work experience is part of the program. The work-based learning option is available to adults, too.

This is your personal guide to some of the work-based learning programs that are currently available in Michigan schools. It demonstrates the value of work-based learning for students who are - or would like to be - *career-bound* rather than *college-bound*. The career-bound have many educational options, including college.

"We are challenged to make the technical needs of the workplace as well-known and understood by parents and students as college-bound needs. Although the challenge is difficult, the future competitive ability of American industry may depend on how well we succeed."

Charles Romine
U.S. Department of Labor, Bureau of Apprenticeship and Training

Interest in work-based learning is growing in Michigan and nationally for several reasons:

Too many students only consider the college-prep and general track courses of study. Many are not aware of all their options and work-based learning is under-used.

Concern that non-college-bound students are not adequately prepared in both the basic and technical skills needed for work and that little career guidance is provided them.

A need for alternative methods of learning to accommodate the different learning styles of people.

Fifty percent of 11th graders and two-thirds of all 12th graders have jobs while they are in school. Students find most of those jobs themselves, and most of them are totally unrelated to school.

"Learning by doing" is just a good way to get "workplace know-how."

Michigan has many programs that meet the need for planned, structured, smooth transition from the school to the workplace. These include Career and Technical Education, Co-operative Education (Co-op), Apprenticeship, Youth Apprenticeship, Tech Prep, Mentorship, Shadowing, Internships, and Externships. What they have in common is that they provide a "Career Prep"

alternative to "College Prep" for the student who wants a good job but doesn't really want to go to college right after high school graduation.

Each of these programs gives students the opportunity to use classroom learning in a real-world work experience. The chart on the following page shows that there are opportunities at different age and school-grade levels. On the pages that follow, you are provided important information on "career planning" and "basic skills." Then we profile a variety of successful work-based learning programs. Our hope is that students and their parents as well as adult learners, armed with this information, will be able to find in their own schools or at colleges the opportunity to choose work-based learning programs that give them a head start or a new start on a career.

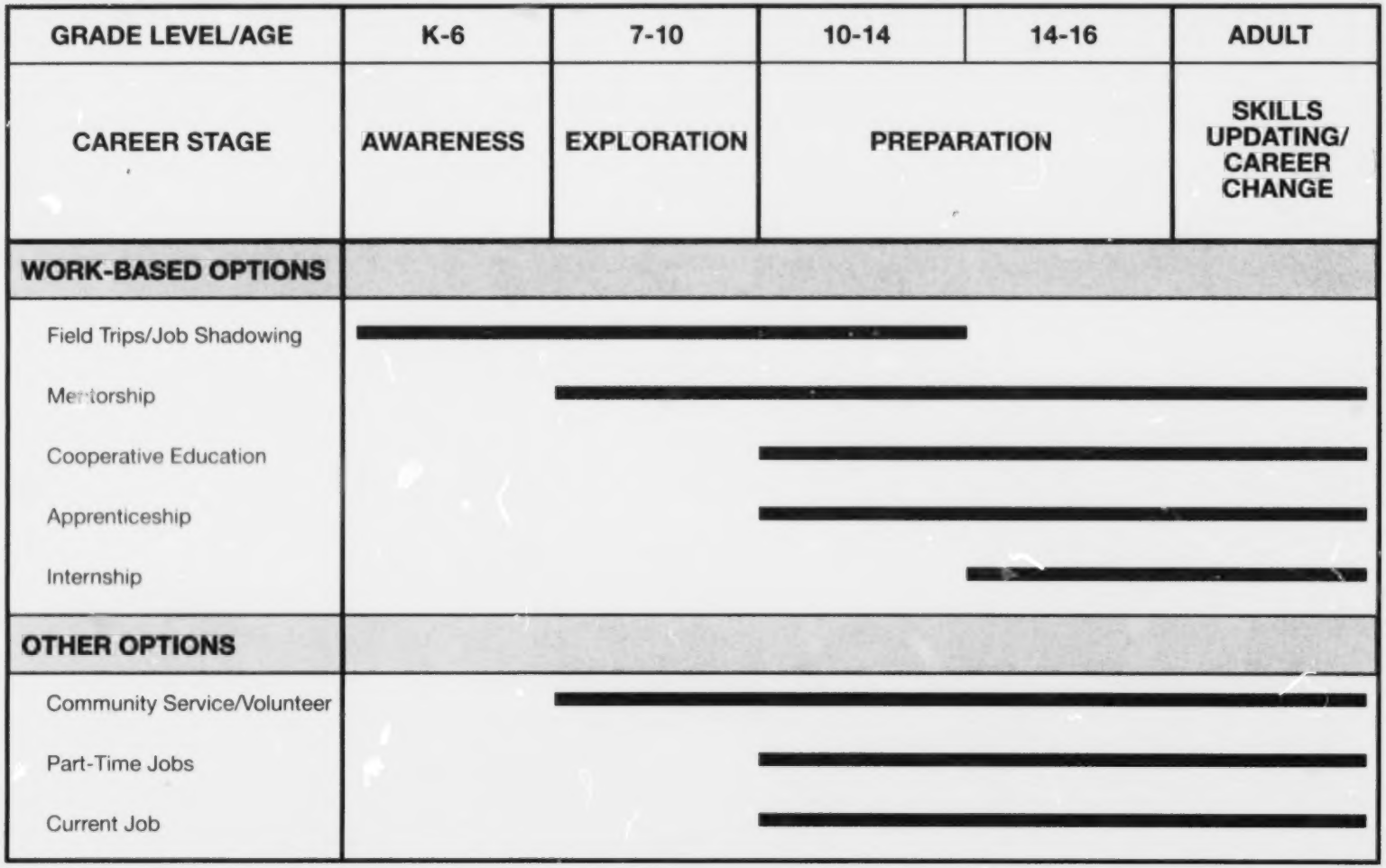
All school programs should expand opportunities and choices for students. By providing a sound academic base, good work attitudes, and marketable skills, schools open up a wide variety of future options. Upon graduation, a student who chooses a college-prep program, a vocational-technical program, or a youth apprenticeship program, should be able to go right to work at a well-paid job, enroll in community college or a four-year college or university, or enter a registered apprenticeship program.

We encourage you to talk to a career counselor and seek advice and information on work-based learning programs. In many cases, such as apprenticeship and mentorship, enrollment opportunities are limited. However, new programs like Tech Prep are increasing work-based learning opportunities. Career and technical education offers many possibilities with strong ties to employers, also.

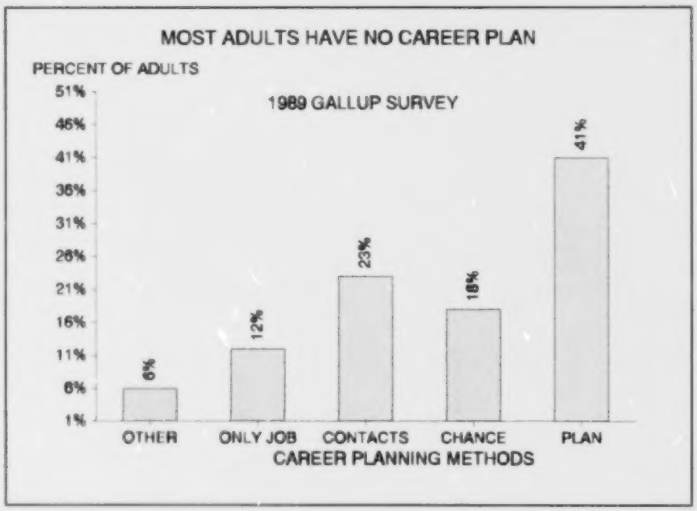
WORK-BASED LEARNING CHECKLIST

- ✓ *Do you prefer learning through activities and projects rather than through reading books only?*
- ✓ *Would you be able to learn reading and math skills more easily if you could see how people use them at work?*
- ✓ *Are you interested in learning some general skills that will help you no matter what occupation you seek?*
- ✓ *Is it important that you get some kind of work experience so that you can use what you are learning in school while on the job?*
- ✓ *Are you thinking of seeking a job right after high school?*

CAREER DEVELOPMENT STAGES AND WORK-BASED LEARNING OPPORTUNITIES



DO YOU HAVE A CAREER PLAN?



Career planning is not easy for most of us. It takes time and the payoff seems too far into the future. However, most of us do work for a major portion of our life and so the effort is very important.

In many ways, your quality of life will depend on your career. The ability to pursue education because you want to, meet people, travel, support a family and become involved in community service will be influenced by career success and satisfaction. Set aside time to look at your future and "act" on a plan. It's okay to be flexible and change your plan.

Most people do not act on a definite career plan and are not in control of their future. Many take the only job they can find, leave their career to "chance," or just rely on advice and leads from people they know. These "career planning methods" do not provide us with all the information we need. They limit and narrow our options. Surveys of adult workers show that, if they could start over on their careers, nearly two out of three would gather more information.

Career planning consists of several steps. Among them are answering the key question, especially in terms of work: Who am I? To answer this question requires involvement in many activities and experiences. You need to identify your interests, abilities, aptitudes, skills, and values.

Whether starting a career, changing careers, or upgrading skills, most people need information and some help finding it and interpreting it. Key information includes job descriptions and characteristics, the education and training requirements of jobs, how school subjects relate to specific careers, and specific jobs that an educational program is preparing you for. So pull together as much information as you can on who you are and the careers and jobs that match. Write down short-term and long-term goals and then act on them. Include the following steps:

Seek help from a career counselor - they can answer your questions about career planning and save you time locating information.

Visit libraries for career planning and career information materials. School, college and public libraries often have a "career and job information center." Librarians can help you find information quickly.

Find out where you may use the Michigan Occupational Information System, or MOIS. This system provides a "structured search" to explore who you are in world-of-work terms. It is also the most comprehensive source of information on Michigan careers and related education and training. It is available at schools, colleges, libraries, and many public agencies.

Obtain "self-help" career books from a bookstore; many good ones are available.

Seek advice from family and friends but don't rely on them as your only source of information; career planning is just like a research project.

Consider "informational interviews" to gather information about prospective careers, jobs and how to prepare for them. Locate people in a career field you are thinking about and ask them questions.

Find out if work-based learning is an option or a way to prepare for your selected job or career.

ALL JOBS REQUIRE SOUND BASIC SKILLS

"Those with less education must scramble for good jobs in a sea of part-time, low-paying, limited future employment opportunities."

W.T. Grant Foundation
"The Forgotten Half"

Executives at many companies complain that job applicants are not prepared for work. They say the skills required for the jobs of tomorrow will be far greater than those of today. Not only will future workers be expected to understand more about computers and mathematics, but workers also will have to be better at solving problems and communicating.

Employers in both large and small businesses say that too many students lack reading, writing, and mathematical skills, positive attitudes toward work and good behavior on the job. In addition, employers say, students have not learned how to learn, how to solve problems, make decisions, or set priorities. Consequently, many high school graduates may be unemployable, even at minimum wage jobs.

All workers and students, whatever their plans for the future, need to learn math, science, English, economics, computer literacy, and career awareness. They also need to master the workplace skills that employers say they want. Those skills include learning to learn, the ability to communicate and to listen, the ability to get along with others and work as a team, good attitudes, and responsible behaviors.

The concept of basic skills has definitely expanded. They are no longer called "reading, writing and arithmetic." The Michigan Employability Skills Profile on the next page shows what skills employers say their employees need. These employability skills are divided into three areas.

MICHIGAN EMPLOYABILITY SKILLS PROFILE

ACADEMIC SKILLS	PERSONAL MANAGEMENT SKILLS	TEAMWORK SKILLS
Skills that help prepare you for future training and education. They include communicating, planning, understanding, and problem solving. Examples are:	**Skills that help you develop responsibility and dependability. They include accomplishing goals, doing your best, making decisions, acting honestly and exercising self-control. Examples are:**	**Skills that help your ability to work cooperatively with a group. They include organizing, planning, listening, sharing, flexibility, and leadership. Examples are:**
Read and understand written materials	Meet deadlines	Actively participate in a group
Use mathematics to solve problems	Develop career plans	Be willing to compromise if necessary to best accomplish the goal
Use scientific method to solve problems	Follow oral and written instructions and directions	Be a leader or follower to best accomplish the goal
Use specialized knowledge to get the job done	Learn new skills	Work in changing settings and with people of differing backgrounds

A U.S. Department of Labor study called the Secretary's Commission on Achieving Necessary Skills, or "SCANS," says that "a high-performance workplace requires workers who have a solid foundation in the basic literacy and computational skills, in the thinking skills necessary to put knowledge to work, and in the personal qualities that make workers dedicated and trustworthy." These foundation skills are basic skills, thinking skills and personal qualities.

Further, " a solid *foundation* is not enough." There are "workplace competencies" that need to be joined with the foundation skills to form "workplace know-how." These are shown on the next chart. These competencies reflect the growing complexity of work and the vital importance of having an education based on the realities of the workplace.

WORKPLACE KNOW-HOW

Effective workers can productively use:

RESOURCES -- They know how to allocate time, money, materials, space, and staff.

INTERPERSONAL SKILLS -- They can work on teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds.

INFORMATION -- They can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.

SYSTEMS -- They understand social, organizational, and technological systems; they can monitor and correct performance; and they can design or improve systems.

TECHNOLOGY -- They can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.

The reality of life is most of us have to work for a living. The question you need to ask is, "What are my choices for getting to where I want to be: Working at a job that pays a good wage, doing something I enjoy?"

The answer is that there are a lot of career choices, and those choices all have something in common: they require competency in core academic subjects; they require competency in occupational skills; and they require good work habits and attitudes.

Competency in academics is vitally important and most work-based learning programs are integrating them with the technical and career components of education. The academics and basics are now easily learned by those who prefer to learn them in a practical or applied setting.

All of the information in this Guide can be used by young people and adults no longer in school as well as by students. Career planning is part of life-long learning.

Investigate the "new basics." Are you qualified for the jobs of tomorrow? How well are you doing or did you do in school? If you need help, it's available. Remember, it's never too late to learn.

ARE YOU CAREER-BOUND OR COLLEGE-BOUND?

"College graduates entering the labor force during the 1990-2005 period are projected to encounter increased competition for college-level jobs"

Bureau of Labor Statistics, U.S. Department of Labor

In recent years, as America's economy has been rapidly changing, it has become clear that the concentration on everyone going to college has created barriers in the path of those who would rather enter the work force after high school.

One view on the situation comes from former U.S. Labor Secretary Elizabeth Dole: "For half of America's youth, college serves as a bridge between secondary school and a career path. However, for the non-college-bound youth, the "forgotten youth" - the bridge between secondary school and a career is frequently unemployment."

Many labor experts say that the United States does less than any other leading industrial country to help young people shift from school to work. This, they say, especially hurts those who do not go to college because they obtain little guidance in finding jobs and little training for specific occupations.

A college education is extremely valuable in the labor market. On average, college graduates earn more than those who are not and experience unemployment much less. They are often hired over high school graduates and people with some college even though a college degree is not required for the job. Also, the proportion of new jobs being created requiring at least a four-year college degree (37%) is greater than the proportion of four-year-degree jobs that exist now (19%). However, some job market analysts think that a surplus of college graduates already exists.

According to the U.S. Bureau of Labor Statistics, the job market for college-level jobs through the year 2005 is expected to be more competitive than in the 1980's, when the economy was very strong. Although the majority of college graduates, nearly 7 of 10, are expected to find college-level jobs, this compares to 8 of 10 from 1984 to 1990.

Career and educational choices go together. You should explore your "career" options before you finalize any plan for work-related education. This will improve and sharpen your educational plan so that you may decide how far to go and on what time schedule. Whatever the career and educational plans you make, and especially if college is not included in your short-term plan, work-based learning may be an option for you. It often is the road to a smooth transition from school to work, a skilled, steady job, and good pay. A college degree will always remain an available option to you. Further, work-based learning frequently leads to at least to some college preparation and often to a college degree.

CAREER AND TECHNICAL EDUCATION

" Sooner or later virtually everyone will seek employment. Career and technical education provides the foundation for obtaining entry-level positions in the world of work as well as skills needed to pursue advanced education. Consider your special interests, abilities and talents as you begin your career planning. Don't limit your choices to traditional male/female-only occupations. Career and technical education is for ***everyone.*** *Explore your possibilities. There are no limits."*

Kalamazoo Valley Consortium
Education for Employment

Career and Technical education used to be called "vocational education." The new name reflects the changes that have taken place in how schools prepare students for the workplace.

Many students, and their parents, still think of "vocational education" as something that may be good for other people, but it doesn't appeal to them. But things have changed, and Career and Technical Education is well worth another look.

A recent study conducted by an Ohio University professor used federal income tax records from 1983 to 1986 to show that career and technical education programs give students an edge in earnings capabilities. Income of graduates of high school vocational-technical programs was higher by at least 20 percent and as much as 90 percent compared to their fellow students who did not take vocational and technical education courses.

Career and Technical Education provides planned sequences of class work and experience which give students entry-level skills in a variety of occupations. A combination of academics and work experience prepares students for employment in a career without limiting their options for more education.

In today's highly competitive job market, a high school diploma may not be enough. Employers want workers with self-confidence, good work habits, and specific job-related skills. Work-based education provides students with the employability skills and experience that employers are looking for.

Technical education adds a new dimension to learning: "hands on" in addition to "eyes on." Technical programs relate academic subjects to the real world. They teach reading, math, and science in ways that relate to everyday work situations. They include tasks that meet entry-level job requirements of employers in fields related to the program.

Career and technical education is available at high schools, community colleges, and four-year colleges and universities. At the high school level, career and technical education programs may be offered at a student's own high school, a neighboring high school, or a regional skills center.

Beyond high school, community colleges are the primary providers of technical education. Michigan has 29 community colleges, which enroll about 300,000 students. Through agreements between local school districts and community colleges, technical education students may receive credit for some related high school classroom and technical education as they continue their studies toward a degree.

For more information about career and technical education, contact your community college, your local school district, or Career and Technical Education Services, Michigan Department of Education, P.O. Box 30008, Lansing, Michigan 48909, 517/373-3373.

CO-OPERATIVE EDUCATION

Co-operative Education, better known as "Co-op," is a unique system of education that links the classroom with the workplace by alternating between a period of school and a paid work assignment related to the student's field of study. Co-op produces a relationship between classroom learning and full-time permanent employment. It gives students the experience they need to find good jobs when they graduate--often with the employer for whom they have been co-op student workers.

Co-op gives students the opportunity to test classroom learning in the work place by providing paid, planned, and supervised work experiences. Written training agreements, signed by the student, the employer, the co-op coordinator, and sometimes the student's parents, outline the specific responsibilities of each party during the co-op placement.

The employer agrees to provide training to the student and to help the school in supervising and evaluating the student's performance. The school supervises the student both at school and at the worksite and provides classroom learning that is related to the student's job.

Through co-op, students combine learning and earning, while they enhance their career prospects. When they graduate from high school, many students are offered permanent employment by their co-op employer. Others decide to continue on for more education at a community college or four-year college or university. Often they combine classroom learning and co-op work experience again at the college level.

For more information about Co-op, call your local school district and ask for the Co-op Coordinator. Or, contact Mr. Tom Benton, Career and Technical Education Services, Michigan Department of Education, P.O. Box 30008, Lansing, Michigan 48909, 517/335-0381.

APPRENTICESHIP

Apprenticeship is a formal method of training workers in a skilled occupation, craft, or trade. An apprentice is employed to learn a trade through a combination of work experience at the job site and Related Technical Instruction on the job site, at a union apprenticeship school, or at a community college.

Apprentices sign a written agreement or contract with the employer who sponsors the apprenticeship. The contract establishes the terms of the apprenticeship. While most of the over 800 apprenticeable occupations occur in the skilled trades and in the construction industry, there are apprentices in many other occupations which are generally not thought of as being part of such a program. Apprenticeable occupations include such things as Cartoonist, Greenskeeper, Harpsichord Maker, Licensed Practical Nurse, Meteorologist, Silk Screen Cutter, and Tree Surgeon.

The term of apprenticeship ranges from 12 months to 60 months. The average term is 36 to 48 months, with most apprenticeships in the building trades being 48 months. Apprentices spend approximately 1800 hours of each year of their apprenticeship working under the direction of a journey worker to learn all aspects of their trade. An apprenticeship program also includes at least 144 hours of formal instruction each year in technical subjects related to the trade.

Apprenticeship programs are operated by employers working with unions when the workers are organized, or by employers alone when there is no union. Once apprentices have successfully completed their training, they receive a certificate of completion from the Bureau of Apprenticeship and Training. They also receive the title of journey worker. In Michigan, trades such as electrician and plumber are also required to pass a State licensing examination.

Apprenticeship provides a way for students to have the opportunity to develop the high skills necessary for economic competitiveness in the 21st century. Apprenticeship provides work-based training and education--with pay--and it leads to recognized credentials as a skilled journey worker. For those who qualify, apprenticeship is a tried and true path to earning a good living.

YOUTH APPRENTICESHIP

Youth Apprenticeship combines school with work to give students structured skills training. Generally, students in such programs enter an apprenticeship in their senior year in high school, work part time, receive on-the-job training and related instruction, and enter full-time apprenticeship after graduation. Upon completion of the apprenticeship, workers receive a certificate that awards journey worker status, which is recognized throughout the industry everywhere in the country.

In 10th grade, students begin to divide their school day between the home high school and the Regional Skills Center. In 11th grade, they participate in mentorship and shadowing activities during the first semester and are placed into apprenticeships in the second semester. As seniors, they complete course work for high school graduation, work on-site as apprentices, and receive Trade Related Instruction either on the job site or at the Center. Upon graduation, they continue

their apprenticeships with full credit toward the 4-year/8000 hour requirement. All participants in the program complete regular apprenticeship agreements.

Youth Apprenticeship programs may be offered in Health Related Professions; Service Trades; Industrial Machine Trades; or Construction/Building Trades. Beginning apprentices are paid 55 percent of journey wages, gradually increasing upon high school graduation to 60 percent, plus all fringe benefits. The employer pays for salary, fringes, training, and course work.

Apprenticeships require fairly high levels of academic skill, especially in math. The typical apprenticeship includes roughly 700 hours of technical studies in the classroom, so students need good basic academic skills to be accepted into the program.

At the completion of the program, young people have journey status and a certificate of completion from the Bureau of Apprenticeship and Training (BAT), U.S. Department of Labor. Most importantly, they have a career path based on professional skills, and they have four years of paid experience in their chosen occupation.

For more information about apprenticeship, contact your local school district or community college to see if there is an apprenticeship coordinator. Or, contact Ron Hilton, State Director, Bureau of Apprenticeship and Training, U.S. Department of Labor, 801 S. Waverly Road, Suite 304, Lansing, MI 48917, 517/377-1746.

TECH-PREP

Tech-Prep puts together vocational and academic studies to produce more "work ready" workers. Tech-Prep programs make technology-based career and technical education more meaningful by making it relate to the work place. Instead of "general education" classes that don't relate to anything outside the classroom, tech-prep teaches students the academic skills they need to move into the high-tech, high-performance work places of the future.

The key word in Tech-Prep is "plus." Tech-prep can be "2 + 2" (11th and 12th grade **plus** two years of community college) or "4 + 2" (four years of high school **plus** two years of community college), or "2 + 2 + 2" (11th and 12th grade, **plus** community college, **plus** a final two years for a 4-year degree.

Whatever the "plus" may be, the content is the same. Tech-Prep is built around a common core of mathematics, science, social science, English, and applied technical or industrial skills. Tech-Prep provides the math, science, communications, and technology skills likely to be required in the workplace of the future.

In Kalamazoo County, a student who chooses Tech-Prep receives the academics needed to prepare for seeking either a 2-year Associate's Degree from a community college or a 4-year degree from a college or university. Most of the programs require 4 years of English; algebra and geometry; U.S. history and government; science; and introductory courses in career-related technology. In addition, students take blocks of courses in the technical areas they wish to study. After high school graduation, students continue their technical training at Kalamazoo Valley Community College, where they can receive some credit for technical courses taken in high school. They can also combine paid work experience in their chosen career field with their class work.

After completion of the two-year program at KVCC, students receive an Associate's Degree, which qualifies them for entry-level positions in industry, or they may choose to go on to obtain a 4-year degree.

For more information about Tech-Prep, contact your local school or community college. Career counselors in the schools are sources of information on Tech-Prep, also.

OTHER OPPORTUNITIES/OTHER PROGRAMS

Counseling

Guidance Counselors can provide assistance with career planning, occupational skills training plans, academic course choices, and post-high-school educational and employment opportunities.

Assessment

Assessment can help to determine career interests and abilities. Counselors may also assist with specific career information through the Michigan Occupational Information System (MOIS).

Mentorship

Mentorship gives exposure to the workplace. Students spend time with a skilled worker in their area of interest who provides information and guides work experience and skill development.

Internship

Internship gives the student paid or unpaid work experience in the career field of study. Unpaid internships usually give school credit. "Clinicals" and "practicums" are terms often used in place of internship.

Externship

Externship gives the advanced student paid work experience and training in the work place.

Job Shadowing

Job shadowing allows a learner to observe the education and skill requirements as well as characteristics of a job. This and other observation activities, such as workplace field trips, support career exploration.

High school counselors can provide specific information about available programs in your school district, and they can tell you how to enroll in the program that interests you. Counselors can also give you information about future job growth in the kinds of career fields that interest you, and they can tell you about how much you might expect to earn if you enter such a career or profession.

This publication is sponsored by the Michigan Occupational Information Coordinating Committee (MOICC), an interagency program responsible for improving occupational information and addressing gaps in career and occupational information delivery across a wide spectrum of education and training programs. Information on education and training programs is an important aspect of career and occupational information.

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